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ABSTRACT

The Wilmington, Delaware, public school system plans to create a new educational facility designed to meet the special educational needs of urban students. To be called Brandywine Educational Park, this facility will consist of four interrelated centers, each one designed to correct a deficiency of the traditional academic public educational system. The Career Development Center will attempt to prepare students for economic roles, optimizing the fit between student expectations and job fulfillment. The Urban Center for Innovation and Continuing Education will pursue innovations to improve educational practices and will provide educational prcgrams for persons who discontinued formal schooling. The Opportunity Center for Mentally Handicapped Children will provide a training program for retarded students. The Center for the Creative and Performing Arts will provide programs to stimulate students' creativity and imagination. It is contemplated that an existing urban high school can be transformed into such an educational facility. (RA)

A Place in Society
For Everyone

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BRANDYWINE EDUCATIONAL PARK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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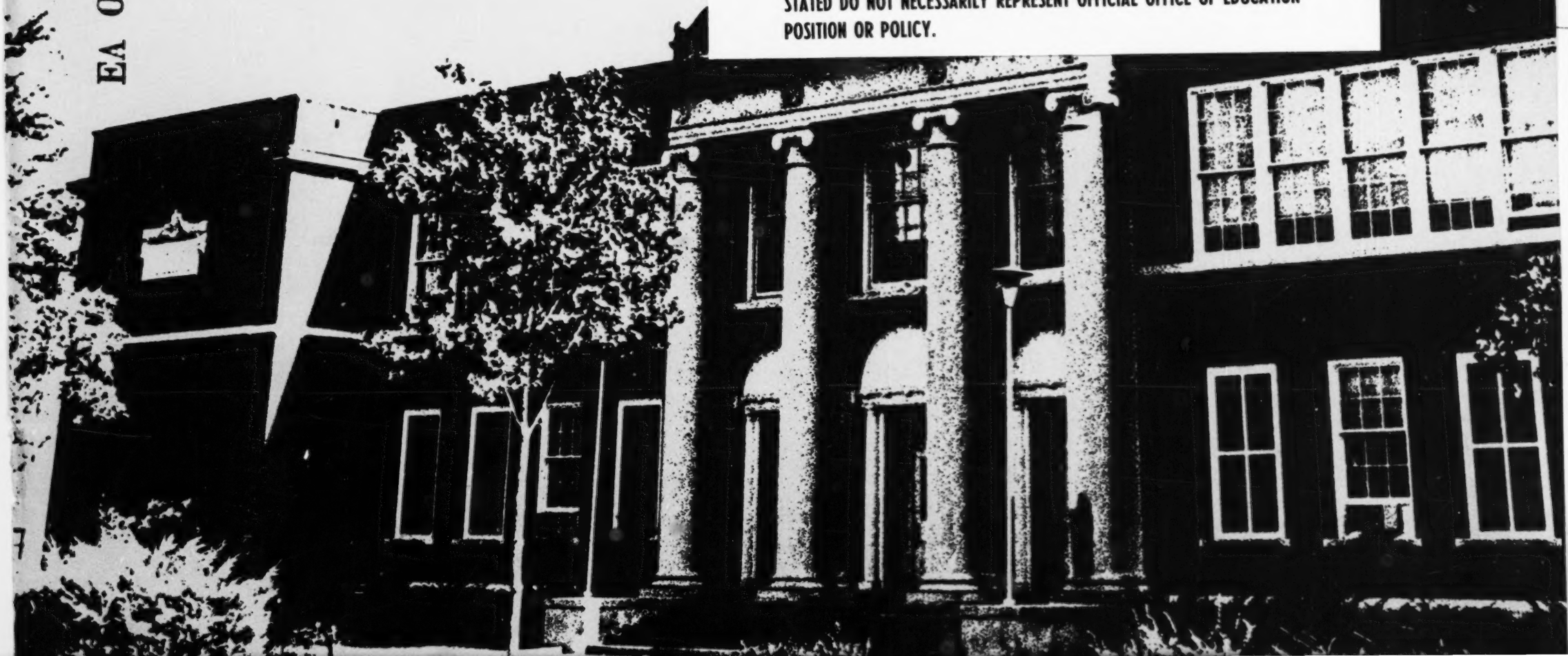

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BRANDYWINE EDUCATIONAL PARK

Introduction

Located in time and space in an era and area of great diversity and density, the urban schools of our country are faced with an array of concentrated social and economic realities. Nevertheless, as long as most schools are able to divorce themselves from direct confrontation with these realities they will continue to do so. The Wilmington Public Schools cannot afford the painless avoidance of this confrontation.

Even though the school system has been continually concerned with improving education on all levels for all boys and girls, new attempts must be made to institute programs that will result in greater relevance and in more meaningful student involvement in the social and economic realities of today's society.

New programs must be tried. Demonstration and pilot programs must sometime be found to provide a "testing bed" for new ideas. The curriculum must be redefined. New directions must be taken. Every attempt must be made to come forth with programs to improve the education of all boys and girls in the context of today's social and economic realities.

These conditions are particularly true at the secondary level. Here the persistent pressures of social realities and economic strains are most acutely visible. It is in the traditional high school program that the implementation of social and economic realities and meaningful involvement have failed to achieve the needed results.

A traditional secondary school program is unable at this time to address itself to the following issues.

For the student, the issues of:

1. *Identity* – those aspects of a student's behavior which aim at providing him with a sense of worth. Identity is referred to by such terms as self-image, self-concept, identity, awareness, self-esteem and it is addressed to basic human questions: "Who am I?" "What am I worth?"
2. *Relatedness* – those aspects of a student's behavior which aim at providing him with a sense of positive affiliation with others. Relatedness ranges from primary face-to-face relations to secondary relations with individuals and groups and it is addressed to questions: "To whom do I belong?" "What are people to me?" "With whom do I integrate?"
3. *Creativeness* – those aspects of a student's behavior which aim at providing him with a sense of control or influence over his environment. Creativeness means being able to deal with what is happening and will happen, and to feel that one has a significant part to

play in the making of situations or events that will affect him.

4. *Involvement* – those aspects of a student's behavior which aim at providing him with a situation from which he can experience genuine personal involvement in the learning process. Involvement goes beyond the level of thinking and feeling behavior to the stage of performing, acting, doing.

For the school system, the issue of:

Self-renewal – the ability of the school system as a public institution to be responsive and adaptive to change in order to meet the needs of the times, and the people it has been charged to serve. It is a self-renewal that develops human resources to the fullest and removes obstacles to individual fulfillment.

For the community, the issue of:

Metropolitanism – the ability of the community of Greater Wilmington to develop an awareness of the polarization occurring between urban and suburban communities and among the races.

As one of the major business and financial centers in the country, Wilmington has the potential human and financial resources for responding to the issues involved in improving the educational life of the school population and of the general community. It is with these issues in mind that the Wilmington Public Schools seek new, bolder approaches to urban education in the proposed plan for the Brandywine Educational Park.

The Brandywine Educational Park

The Brandywine Educational Park is a complex of four different and interrelated educational centers whose functions or areas of responsibility are distinctively differentiated from the school district's existing schools by five characteristics:

Laboratory opportunities and life-experiences for student involvement in an educational process of social realities and career development.

Adaptability of the school to move beyond its perimeter and utilize the urban setting for its educational activities and services.

Capacity for experimentation, demonstration and dissemination.

Emphasis upon serving alienated or dropout youth, gifted students, and the educationally handicapped with application for all secondary youth.

Programs and services that cannot economically or educationally be provided in existing schools.

for everyone

In conjunction with these distinctive characteristics, a secondary underlying principle is the design of educational programs and services for purposes of fostering a metropolitan community of Greater Wilmington; and more explicitly, to promote the goal of school integration within the existing social and legal realities of New Castle County.

Nowhere on the Eastern Seaboard of the United States is there a city more favored than Wilmington to carry out a new, bold venture in urban education. The city is a miniature of every large and great city in America, experiencing all the problems and challenges of urban life. A circumstance of events has produced a geographic area lending itself readily to the concept of an Educational Park and at the same time providing for the continued rebuilding of the city.

The geographic area encompasses the present Howard High School and its contiguous area. It is strategically located in the center of the urban setting easily accessible by private and public transportation. Its size is adequate, and there is potential for a physical environment of architectural and aesthetic impact. The area has immediate availability and the existing Howard High School has good potential for rehabilitation into one of the centers. Poised as it is on the bank of historic Brandywine Creek, the area could appropriately be named *The Brandywine Educational Park.*

The ensuing section of this report presents concepts basic to the four major educational centers proposed for the park:

1. Career Development Center
2. Urban Center for Innovation and Continuing Education
3. Opportunity Center for Mentally Handicapped Children
4. Center for Creative and Performing Arts

The Site

The land area selected for the Brandywine Educational Park, that section of the city immediately surrounding and including the Howard High School campus, has many advantageous features. It is geographically strategic, adequate in size, immediately available for initial programs, suitable for the development of successful programs, and easily accessible to those who will make use of the facility.

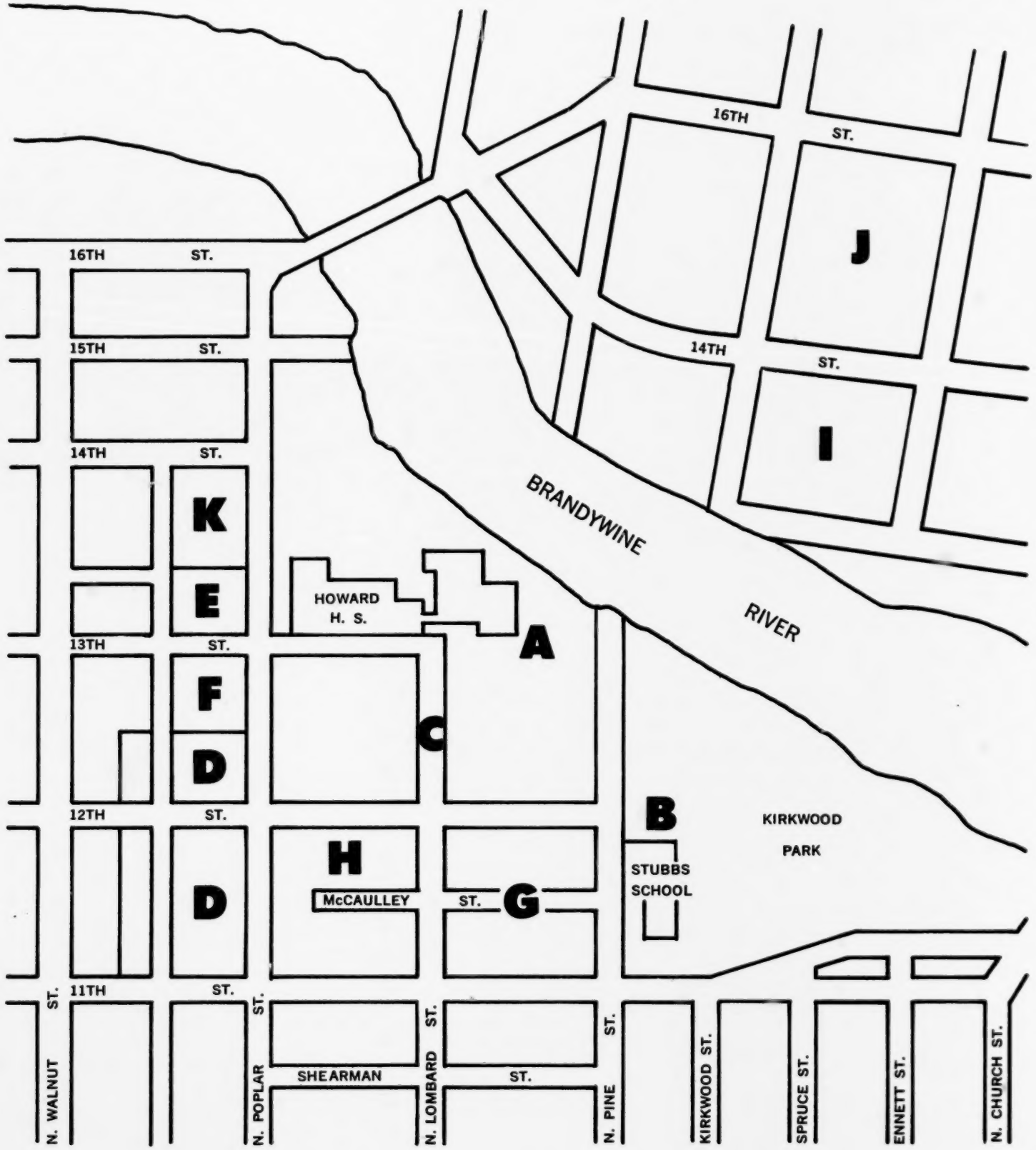
The Howard High School plant and its environs are close to center city. This proximity will facilitate use of the industrial, business, professional and public services, and resource persons who live and work there.

The land available for the project is more than sufficient to develop the wide-ranging program described in this report. It provides a campus setting easily accessible for community use.

School authorities and the site development subcommittee of the East-South Wilmington School Study Committee have worked closely with the Department of Planning and Development of the City of Wilmington. The area shown on the map on page 5 has been designated as urban renewal land which should facilitate eventual acquisition necessary in planning. The City Planning Office has also indicated that the proposed access route from Interstate Highway 495 to center city should not interfere with plans for developing the Park.

The initial building program calls for the renovation and transformation of the present Howard plant into a Career Development Center and the construction of the Opportunity Center for Mentally Handicapped Children. These projects require little additional land procurement. The construction of the Urban Center, and the Center for Creative and Performing Arts, both new buildings, will have to be planned.

Upon the committee's recommendation, the Board of Public Education in Wilmington has approved the selection of the architectural firm of Caudill, Rowlett and Scott as master planner for Brandywine Educational Park. At this time the firm is developing a campus design and examining the present Howard High School building for its eventual rehabilitation.



PARCEL		ACREAGE
A	Howard High Original Site	3.50
B	Stubbs Elementary School, Pine Street & Park	2.44
C	School Board Property	4.76
D	Allied Kid Company & Street	3.00
	POSSIBLE URBAN RENEWAL BLOCKS	
E	Thirteenth and Poplar & Street N. W.	.56
F	Thirteenth and Poplar & Street S. W.	.51
G	11 & 12 Lombard & Pine	1.65
H	11 & 12 Poplar & Lombard	1.96
I	Area North of Brandywine Creek & 14th Street	7.00
J	Area North of Brandywine 14th St. & 16th St.	8.00
K	Swimming Pool	.71
	TOTAL	33.38

Fig. 1

THE BRANDYWINE EDUCATIONAL PARK

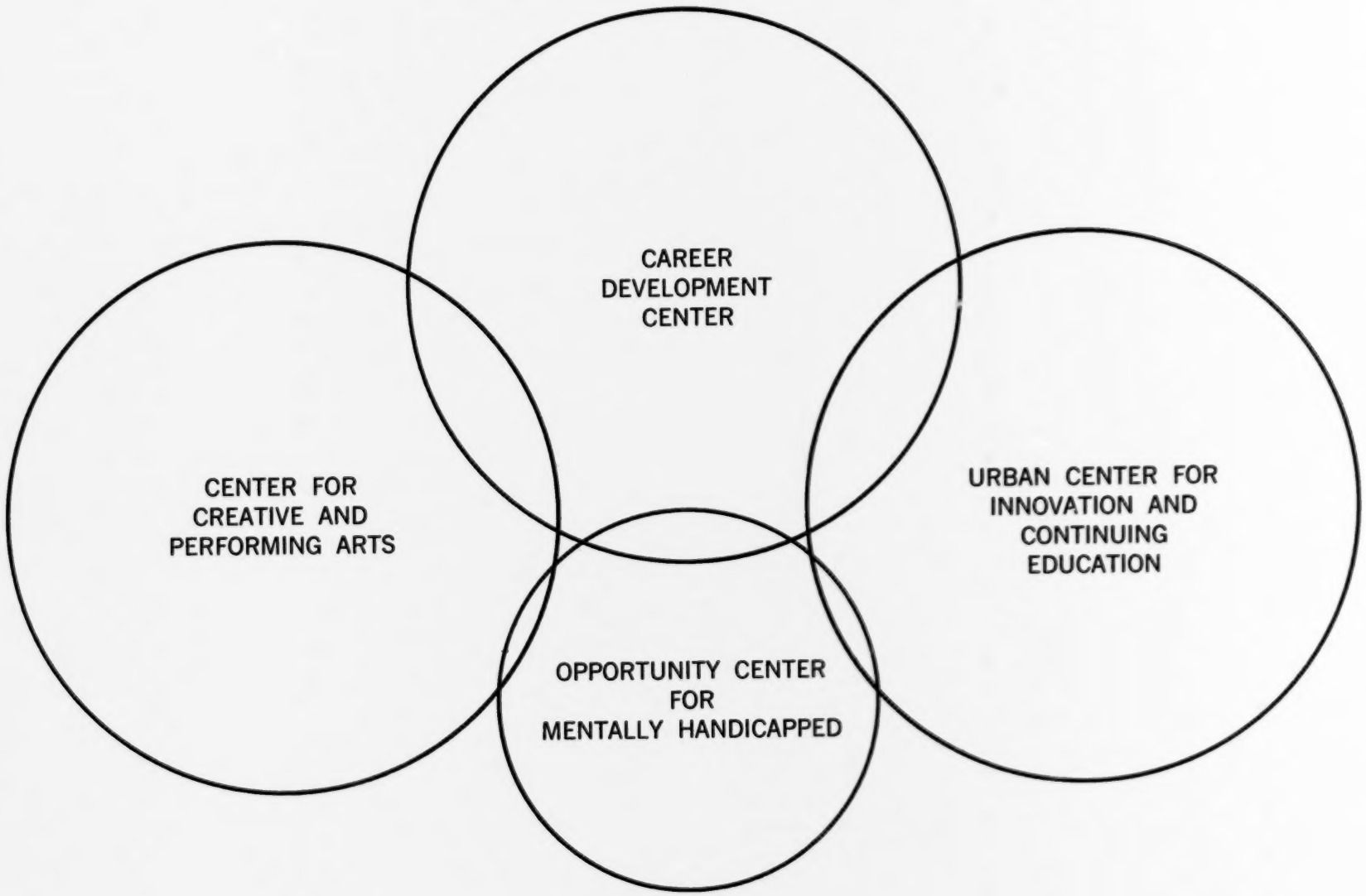


Fig. 2

CAREER DEVELOPMENT CENTER

The principal educational center of the Brandywine Educational Park would be the Career Development Center. The purposes of the Center are based upon the assumptions that:

- all students in the Wilmington Public Schools must be prepared for economic productivity and life-long careers of some form in the world of work;
- the Wilmington Public Schools accept responsibility to all students for initial job placement, initial job entry and initial job success; and
- the issues of Identity, Relatedness, Creativeness and Involvement can be clarified in depth for students through a program with a career goal emphasizing dignity and respect for work, and one's sense of responsibility for his work.

The Career Development Center would provide five main and interwoven career development programs and services in the world of work. They are:

1. Guidance and Placement Services
2. Occupational Orientation and Exploration
3. World of Work Experience
   Cooperative Work-study
   Learning by Working
4. Short-term Occupational Skill Training
5. School Sheltered Production and Training

Guidance and Placement Services

Purposes of the Guidance and Placement Services are:

to locate and evaluate meaningful work stations for all students;

to place all students in rewarding work experience situations;

to match job expectations with student potential and interest;

to evaluate work stations, student work experiences and the effectiveness of guidance and placement services;

to provide broad guidance and counseling services for all students for career development and orientation to the world of work; and

to provide specific guidance, testing and counseling services for terminal and special students for training and placement in job entry.

The importance of guidance and placement and the need for them in the four principal programs of the Career Development Center will be observed as these programs are described. If guidance and counseling is to

serve all students in an equally qualitative fashion, it must provide and perform services for the career development of students whose goals are less than a bachelor's degree as well as to the college-bound student.

That is to say, that if the guidance and counseling function includes processing students' college application and college screening, recommendation and placement, no less in services must be provided for the student whose career goal is early job entry.

Nearly one-half of the school district's graduates have probably experienced some form of working for pay. Most job experience is obtained without assistance from the school nor is it in any way related to formal in-school educational experience. By providing job placement service to all students regardless of their career aspirations, the school system will be able to harness an educational resource from nearly every employer of youth in the community.

Through other departments of the Career Development Center, the school will acquaint students with operations of business, industry or government, and Guidance and placement services will then help students to match talents to career objectives.

Guidance and placement services should include an annual career-objective analysis for each student as diagnosed, discussed, predicted and evaluated by the combined resources of man-made tests, computer-assisted information, and the observed results of a meaningful program of education and work experience. The school system will develop new models for the counseling role and re-direct the aim of the guidance program toward the goal of providing professional assistance to each student so that he may utilize his potential for achieving immediate, meaningful and self-fulfilling work. In doing so, guidance will assist the student to become self-directed in career development.

Occupational Orientation and Exploratory Program

Another department of the Career Development Center will be a program of occupational orientation and exploration. Briefly, the purpose of these programs are:

to provide educational offerings designed to introduce and orient students to the world of work environment;

to provide background educational experiences for students who want to pursue a secondary program of vocational-technical education; and

to provide knowledge and information needed by the student in order to understand the changing demands of an industrial-technological society, the economic realities of manpower needs, and policies and practices of unions and employers.

Programs of occupational orientation and exploration will go beyond traditional teaching a student how to run a machine, to teaching him to understand the demands of the work environment. For example, students might be required to conduct anthropological studies of business or industry in areas of their choice. Such studies of rewards, methods of divisions of labor, advancement, and the nature of various tasks will lead to a broader view of alternatives open to students and implications for the future.

In this program, youth will be brought into contact with employment-work situations through various approaches, – educational field trips to business and industry, school laboratory experiences, instructional programs developed by the school and employers cooperatively. Guidance and placement services will be utilized to provide students with better understandings of themselves and of their potential for careers in the occupations, vocations, or professions. Within this framework youth, together with parents, will be involved in self-directing a more meaningful high school course of study.

World of Work Experience

Within the Career Development Center will be a department whose primary purpose will be to develop and coordinate or to integrate work experiences. These experiences will be designed to prepare students for career development through relevant work experience arrangements with business, industry and government. The purposes of the World of Work Experiences are:

to provide relevant learning experiences for students as vocational training, and so that they may learn desirable work habits and attitudes;

to provide students with opportunities to explore career development through relevant and meaningful job assignment;

to provide vocational guidance for students through work experiences which will develop a knowledge and understanding of the world of work and may provide successful job entry; and

to evaluate, with the help of employers, student potentialities and capabilities for career development.

This department will provide two distinctive types of world of work experience programs. The first of these is a cooperative work-study program of occupational-vocational education. Through a cooperative arrangement between the school and employers, students receive instruction by the alternation of a job in an occupational field and study in school including required academic courses and related occupational-vocational instruction.

These two experiences will be planned and supervised by the school and employers, so that each contributes to a student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time.

The school system will expand work-study programs modeled after the highly successful cooperative work-study programs used in the Business and Distributive Education Program where study in school is combined with on-the-job training in industry or in the trades. It is possible that the burden of occupational training may be shifted from the school to organizations demanding specialized skills.

Supervision and coordination of the present Cooperative Work-Study Programs in Business Education, Diversified Occupation and Distributive Education will be reorganized to operate as a function of the World of Work Experience department.

The second type will be a work-experience education program designed to provide vocational counseling assistance, job placement and work experience for senior high school students. It is the intent of this experience to provide students with a bona fide and meaningful work-setting where they are required to meet acceptable work standards. The program will be designed to offer high school students work-experience combined with school credit for pay or on a volunteer basis. Student job assignments, either during or after school hours, will not necessarily relate specifically to careers for which students may be preparing. The Neighborhood Youth Corps (NYC), ultimately a function of this department, will be one of the work-experience programs for pay. In granting school credit for NYC work experience, changes will be made to insure that a more profitable work experience is derived from job assignments. It is also envisioned that students whose career pursuits are for the professions, or whose status or motivation do not require working for money, will be encouraged to work in non-paying community service programs. The latter will be provided through work experiences within schools, hospitals, non-profit community agencies, and similar organizations.

World of Work Experience Programs can be designed where participating businesses, industries, trades and governmental agencies will provide training stations for students. By introducing students to actual work experiences before they leave school, many opportunities will be opened to enable them to act more effectively in planning career development.

With education taking place at many points in the city, students begin to see the urban setting as the total environment in which they live and work. As the school becomes less the sole agent for specific occupational

for everyone

skill training, more of its resources may be devoted to developing youths' behavioral capacity for creativeness. The aim of the World of Work Experience is one of illuminating and inspiring student perception of the changing world of work, thus changing perception of the urban situation as a hostile place, where man is subject to changes in technology, into perception of an environment which he can actively use to accomplish personal career goals.

The World of Work Experience Programs will serve a long-range goal benefiting all regular senior high school students enrolled in a basic program of studies at Pierre S. duPont and Wilmington High Schools; and special students alienated from high school, who will be enrolled in this program and possibly in one of the other special programs offered by the Brandywine Educational Park. Similar work-experience programs presently being developed such as the Educational Skills Project (E.S.O.), Project DE 70001 (popularly referred to as the Thom McAn Project), the Hot Corps, etc., will be coordinated or integrated as part of the program of the World of Work Experience department of the Career Development Center.

Short-Term Occupational Skill Training

A fourth and important department of the Career Development Center will be programs of Short-term Occupational Skill Training. The purpose of this department is to provide a short-term program of daily occupational skill training aimed at serving dropout students, early school leavers, and adults. The Manpower Training and Development Act program (MDTA) will become a principal function of the department, continuing in the same manner to train the segment of the adult population it presently serves. The pattern of instruction utilized in the MDTA program will be adapted to serve other programs of occupational skill training.

In cooperation with appropriate educational and governmental agencies, it will be the function of this department to teach occupational skills needed for **jobs actually known to exist in the city and its environs.** Since the training is to be occupational in nature, occupational courses will require very short lead time. A differentiation will be made from MDTA programs where considerable skill development requires twenty or more weeks of training.

The unique attraction of Short-term Occupational Training courses designed to lead to employment in jobs known to exist is "the immediacy of return" for a training experience. The quality of immediacy is recognized as an important criteria for re-educating the dropout and hard core unemployed. In addition, this type of training program may prove to be a stimulus for a participant to (1) seek out guidance, counseling and placement services for career development (2) achieve

job entry and pursue further career development, and (3) recognize the need for continued education, either in academic classes or vocational training.

School-Sheltered Production Shop and Training Program

The fifth department of the Career Development Center will be a School-Sheltered Production Shop and Training Program. It will be a school-leased or operated "production shop" serving as a sheltered workshop for the trainable mentally handicapped enrolled in the Opportunity Center of the Brandywine Educational Park. On an alternating basis, it will also serve as a work and occupational training station for certain students whose needs are not met by regular programs of the secondary schools nor by other programs of the Career Development Center.

The School-Sheltered Production Shop can be operated in cooperation with local businesses or industries lending technical assistance and serving as merchandising or distribution outlets. It is also possible that the School-Sheltered Production Shop may operate with local firms on a contractual basis in the production of specific items for sale, and in the restoration of damaged goods or articles.

The facilities and staff of the School-Sheltered Production Shop will also serve on an alternately scheduled basis as a part-time training and work station for students who experience difficulty in the initial World of Work Experience and who require more direct, systematic on-the-job supervision. Certain students may be identified by Guidance and Placement services as those requiring this type of experience in preparation for the World of Work. From this arrangement a new laboratory learning experience is expected to grow demonstrating concrete and immediate outcomes concerning management, labor, and distribution to the students involved.

The program of studies offered in the Career Development Center, through its five departments, is recognized as a necessary part of the secondary education of all youth served by the Wilmington Public Schools. Successful completion of a program in the Career Development Center will constitute accredited work completed toward high school graduation requirements.

The ultimate goal is to have all secondary students in the Wilmington Public Schools participate in the services of the Guidance and Placement Department and in one of the programs of the World of Work Experience Department of the Career Development Center.

A number of important implications favorably affect the Career Development Center. They are:

1. Potential of the Center for concentrated and coordinated action by public agencies and pri-

CAREER DEVELOPMENT CENTER

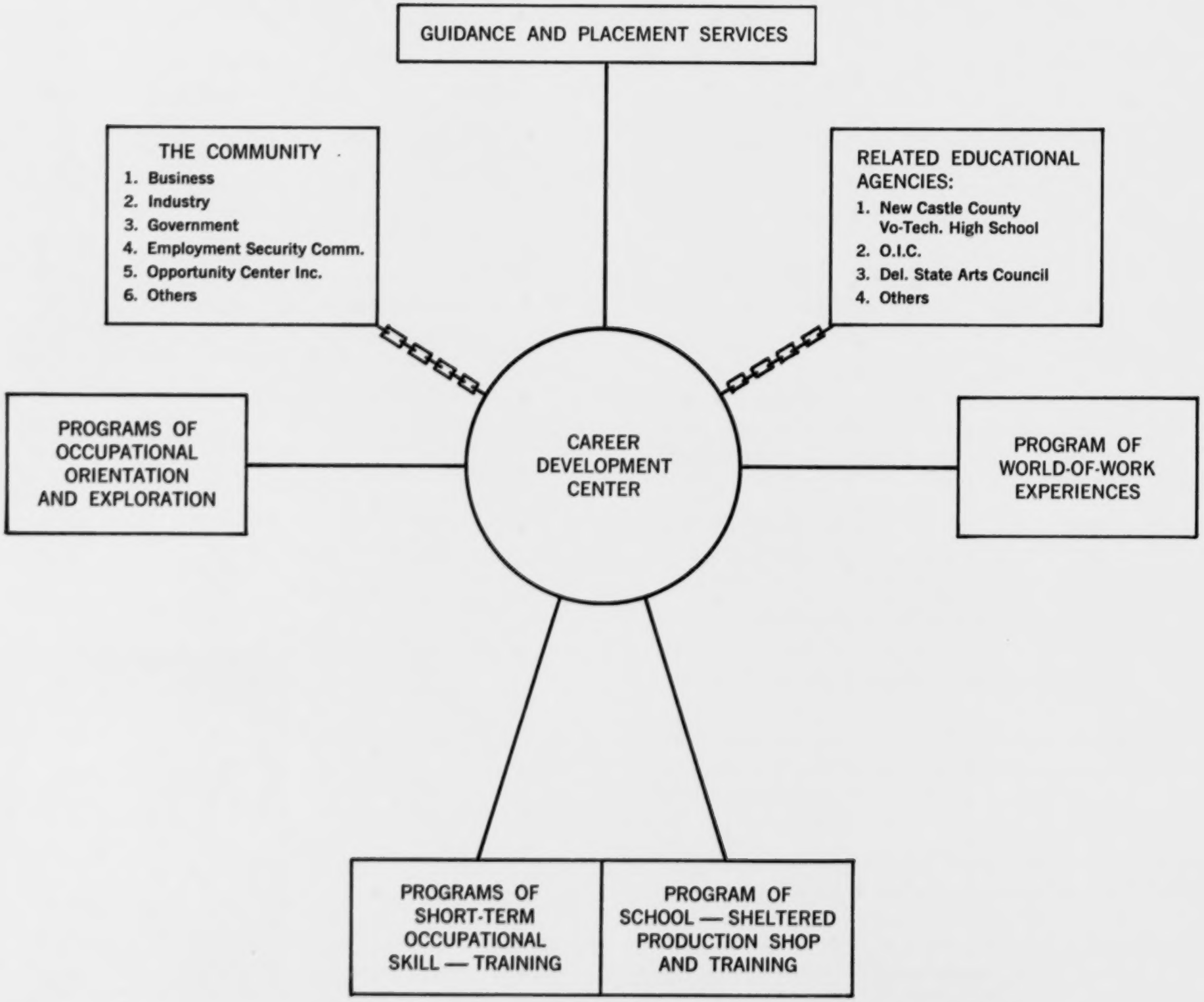


Fig. 3

vate groups to solve problems of the manpower needs of the community, and the education of youth for the world of work.

2. A priority legislative goal of the Delaware State Board of Education in 1969-70 is the enactment of legislation designed to make occupational and vocational education available to every student of a public secondary school in Delaware.

3. Provision through the Center for greater involvement of business, industry and government in the education of career development for youth.

4. Potential of the Center to offer more effective assistance to local employers in the selection and retention of well prepared or qualified employees.

5. Provision through the Center for follow-up of all students until they are satisfactorily employed, or enrolled in post-high school education programs.

6. The reorganization and renewal of a number of existent programs and services, such as guidance service, cooperative work-study programs, NYC and MDTA programs, in order that they may become increasingly more relevant and meaningful to today's demands of students.

7. Development of an innovative and exemplary program of career development that can qualify for reimbursement under provisions of the 1968 Amendments of the Vocational Education Act.

8. Utilization of vocational education funding for renovation of the present Howard High School plant, in order to implement the Career Development Center.

Dr. LeRoy M. Christophe
Project Director

URBAN CENTER FOR INNOVATION AND CONTINUING EDUCATION

Incorporation of an Urban Center for Innovation and Continuing Education as an integral part of the Brandywine Educational Park establishes an educational facility by means of which the school system will pursue two interrelated and primary purposes:

- innovation designed to improve educational practices in the school system, particularly at the secondary level; and
- provision of re-entry educational programs and services offering a second chance at onward and upward mobility to persons who, for one reason or another, discontinued formal schooling.

The spaces, costs, the specialized nature of qualified staff members, and the unique needs of the groups to be served by the Urban Center make it inadvisable to concentrate such an effort in an existing school situation of the Wilmington Public Schools.

Programs and services tested in educational practice and found to be successful will be a major thrust of the Urban Center. In addition, research of an experimental nature that cannot practicably be conducted in each school will be thoroughly tested in the Urban Center. If successful, results will be disseminated among the schools.

Already established continuing education programs, such as Adult Basic Education, and recent programs, such as the Delaware Adolescent Program, Incorporated (DAPI), at the present time separate but related, will be organized and housed in the Urban Center. Centralizing efforts for continuing education will strengthen and expand these programs. Emphasis will be given to developing a closer relationship between the school and its opportunities for a "second chance" education, and alienated youth.

The Urban Center will be organized into two reciprocally related departments: a department for Innovation in Education, and a department for Continuing Education. They will fulfill three functions:

- skills and knowledge development
- personal talent and interest – identification and development
- social action, and exploration of self and urban environment.

The department for Continuing Education will serve as the base for the acquisition of skills and knowledge. The department for Innovation in Education will allow for development of individual creativity and exploration of interests. The third function stated above will be the shared responsibility of both departments.

The construction of a model of the proposed Urban Center (see page 23) will have the two departments

providing eight programs and services. They are as follows:

The Department of Innovation in Education

Urban Studies
Action Research Laboratory
Space Age Studies.

The Department of Continuing Education

Adult Basic Education Program
Continuing Education Programs
Urban Center Academy
Communication and Computation Skills Laboratories.

Both Departments

Human Resources Center
Learning Resources Center.

Urban Studies Program

The Urban Studies program will provide an experimental laboratory which will focus on two needs: (a) the development of an effective educational program to meet the needs of city youth and (b) the involvement of students from other New Castle County schools in the persistent problems of urban and metropolitan areas. Urban curricula are weak in the areas of personal self-awareness and self-realization. Fantini and Weinstein in their book, *Making Urban Schools Work,*[1] refer to the need of individual growth in the areas of "identity, power and connectedness." Under these three concepts, concerns such as the following will be examined in the program of the Urban Studies: "Who am I?" "What values do I hold?" "How do I relate to others?" "How do I judge others?" "To what degree am I manipulated by my environment?" "How can I control my environment?"

The Center will provide a curriculum designed to enable students to deal more effectively with other people through an understanding of value systems and a knowledge of urban economics, race relations and politics. Such a human development laboratory, located in the heart of Wilmington, will help disadvantaged youth to develop skills necessary for functioning effectively in the complexities of urban society. It will also provide an opportunity for interaction between suburban and center-city youth.

The Curriculum will provide opportunities for students to:

Participate in the development of a relevant social studies curriculum for inner-city youth.

Identify, understand, and seek answers to local, current and persistent issues which inner-city youth and adults encounter in Wilmington.

[1] Mario Fantini and Gerald Weinstein, *Making Urban Schools Work, Social Realities and the Urban School* (New York: Holt, Rinehart and Winston, Inc., 1968), p. 4.

Help develop new instructional materials for study and investigation suitable for use in carrying out the purposes of the Urban Center.

Devise field tests of instructional materials to evaluate their effectiveness and to provide information for revision.

The emphasis on personal-social skills would provide opportunities for students to:

Develop a sense of individual worth and raise the level of personal aspirations.

Grow in the ability to apply the skills of critical thinking and objective analysis to local and current social problems.

Achieve a sense of identity and develop a favorable self-image.

Understand how to relate to others in an atmosphere of mutual respect.

Understand how to act in a positive manner when seeking solutions to problems.

Acquire personal effectiveness in coping with the problems of urban society.

Develop an awareness of the views, principles and beliefs that determine a course of action with relation to moral issues.

It is expected that such resources as the following will be utilized:

The Department of Social Studies of the Wilmington Public Schools will be available for consultation with students in expanding, revising and evaluating problems identified by students, and in identifying desirable instructional procedures.

The program will utilize the competencies of civic leaders in government, labor, civil rights, social welfare, business and religion in utilizing the resources of the urban environment as a learning laboratory.

Superior students in other schools who are especially interested in urban problems may work cooperatively with the students in the Urban Center.

The Human Resources Laboratory of the Urban Center and the Consulting Center for Educational Personnel of the University of Delaware will be called upon to provide consultants and participants.

The influence of the Center might expand as follows:

Students from other school systems in the metropolitan Wilmington area may participate in the program.

Curriculum designs and materials developed in the Urban Center may be shared with schools in the area.

Action Research Laboratory

Because of the fact that the classroom has traditionally never been looked upon as a setting for experimentation, teachers have found little or no encouragement to try new ideas. Indeed, many staff members have preferred the security of tested procedures rather than risk the hazards of exploration. Yet school systems, like business and industrial organizations, must begin to invest resources in the art of investigation. "Better things for better living through chemistry," symbol of E. I. duPont de Nemours Company may be paraphrased as a symbol for the Action Research Laboratory of the Urban Center – "Better teaching for better learning through experimentation." Action research offers tremendous possibilities for instruction and for learning. The Urban Center will become the focal point to inspire and sponsor investigation of instructional problems that are encountered daily. The kinds of problems faced by schools and teachers demand programs of developmental change involving a comprehensive approach to their solution.

Departmental staffs, groups of teachers and individual teachers will have the opportunity to initiate research projects with which they can receive assistance. For example, in answer to requests expressed by teachers initiating action research, the Urban Center will, on occasion, assist in identifying and securing resource personnel. Services of the Urban Center will rely heavily on cooperative action with supervisors, directors, and other central office resource personnel. The Urban Center will provide space, educational materials, supplies and equipment and other instructional needs.

The Action Research Laboratory is expected to define experimentation as "the procedure of fact-finding about the results of a planned educational action." In preliminary definition, authors of this proposal agree that experimentation may be thought of as the processes involved in measuring the consequences of goal-oriented action.

Seven tasks may be called for in the overall action research design of the experimentation. Briefly outlined, these are conceived to be:

Identifying the action research problem.

Selecting or developing an experimentation model.

Actuating objectives, identifying assumptions and determining priorities.

Formulating strategies and devising action research techniques.

Testing and observing action research processes.

Analyzing results.

Dr. Samuel A. Scarnato
Assistant Superintendent

Demonstration and dissemination of the totality of action research and its results.

Developing strategies for incorporating successful experiments into the regular school system.

Space Age Studies

The purposes of the Space Age Studies program will be to:

Provide an opportunity for elementary and secondary students, teachers, out-of-school youth and adults to comprehend more fully the universe and the sciences, and at the same time to amplify their understanding of scientific method and observation.

Space Age Studies will enrich the science education program offered in all public schools in Wilmington.

The Space Age Studies of the Urban Center will house a planetarium and an exhibit area. As an instructional device, a planetarium is an optical electrical and mechanical projector designed to present the illusion of a night sky by means of a domed instructional space. It is useful to educational observation and discussion of the earth and space sciences, mathematics, geography, physics, and social studies. The planetarium installation includes the housing sheltering the projection instrument, its projection hemisphere, and associated equipment. The planetarium facility will include a large-group instructional area with laboratory tables, classroom seating and an instrument lowering device.

Displays in the exhibit area may be products of school classes as well as professionally prepared exhibits from industry and scientific organizations.

The Space Age Studies area would serve both as a field study laboratory for elementary and secondary classes and groups; and as an in-depth study laboratory for individual students enrolled in the regular school program who are served by other Centers of the Brandywine Educational Park.

Adult Basic and Continuing Education

The purposes of the Department of Continuing Education are to:

provide basic elementary education for adults who have not completed formal school in accordance with the state program prescribed for Adult Basic Education (ABE);

provide educational programs and services of social and economic relevance for disadvantaged and dropout youth and adults for a "second chance" education.

The Urban Center within the Brandywine Educational Park provides the school system with an excellent opportunity to replace an obsolete and inadequate facility used for Adult Basic Education, 511 West 8th Street, and, at the same time, to locate it in a hub of the urban population. Reorganizing and centralizing ABE adjacent to other Continuing Education programs and services has many advantages, such as economy of building facilities, minimum duplication of teaching equipment, the reduction of overhead operating costs, fewer administrative personnel, and lower travel expenditures. The proximity of the Urban Center to the Career Development Center will also have distinct advantages.

Urban Center Academy

The Urban Center Academy program is an approach to serve a vast number of dropout, turned-out, unemployed young people who inhabit the streets of the inner city, as well as the turned-off students within the present structured school program. These students have received about as much verbal attention as any other educational issue. Confronted with the social, economic, physical and psychological conditions of the inner city, the school must try new approaches to reach and educate the youth of this environment. This demanding task cannot wait until neighborhoods have been improved, health problems solved, crime reduced, families strengthened and full integration achieved.

The Urban Center Academy, patterned after the Urban League's Store Front or Street Academies in New York City, will provide programs and services on three levels: The first level will be to seek out inner-city youth, making available to them in their own environment programs and services necessary to interest them in "second chance" education. The second level will be the actual Urban Center Academy where within a free atmosphere youth will be provided with a transitional program that will be both systematic and structured. The third level will be the transfer of youth from the Urban Center Academy into either job entry, the regular secondary program or other continuing education programs, for example, a college preparatory school or the community college.

At the heart of the fundamental concept underlying the Urban Center Academy are the skills of the street workers, those young men and women who live in the neighborhood and are available at all times. They will not wait for youth; they will go to youth. The street worker is envisioned as a "motivator," counselor, friend, disciplinarian and companion: he "talks, pleads, scolds, and molds." In addition, the Urban Center Academy will be staffed by teachers and volunteers.

Youth will be accepted in the Academy at any time during the year. Certificates will be offered to those students who complete the program work through the tenth grade level. A diploma will be offered to those who achieve high school equivalency.

It is hoped that with the achievement of a tenth grade certificate through the Urban Center Academy a young man or woman will transfer to a regular program or will be ready for job-entry. However, continuation for high school equivalency in the Urban Center Academy is an option that will be available to the student.

Upon admission to the Urban Center Academy, each student will be given a diagnostic test in communication and computation skills. He will begin instruction immediately, using programmed instructional materials commensurate with his precise level of achievement. He begins at a point where he can produce, and from there, moves as quickly as he can. The Academy will also be aimed at strengthening the sense both of self-identity and racial identity for youth, and at providing creative experience in writing and art. Through its association with the Career Development Center, it also provides preparation for the world of work.

Communication and Computation Skills Laboratory

Communication skills are defined as the ability to read efficiently, write effectively and listen with understanding. Computation skills are defined as a form of symbolism representing number relationships in quantifying reality. The primary purposes of the Communication and Computation Skills Laboratory are twofold:

to make diagnoses of communication and computation disabilities and attendant causes, and

to prescribe and provide remedial instruction.

A secondary purpose of the Laboratory will be the provision of inservice education in the teaching of reading for regular classroom teachers of the school district.

The Laboratory will serve as a vital part of the Department for Continuing Education. It will serve youth and adults enrolled in the Adult Basic Education program, the Urban Center Academy program and various programs of the Career Development Center.

The Laboratory will also serve as a reading diagnostic and remediation clinic for all regular students in the elementary and secondary schools of Wilmington who are referred to the Center because of serious reading disabilities and because of the inability of individual schools to provide successful corrective programs.

Regular classroom teachers may be rotated through the reading clinic to observe and teach so that they will be better equipped to develop reading in content fields when they return to regular classroom situations. Reality will be given to the doctrine that teachers must develop the unique skills necessary for effective reading in each area of instruction.

Human Resources Laboratory

The general purpose of a Human Relations Laboratory within the Urban Center provides for:

- creative conflict resolution,
- training skills in problem solving and action research, and
- improving attitudes among races.

Its specific objectives will be to utilize the knowledge of applied behavioral science to help teachers, students, community representatives and administrators develop the skills and understanding needed to involve themselves and others in action-thinking and participation that provides:

- a sense of belonging – unity of purpose;
- a sense of dependence and interdependence;
- realization that "sense of the individual" is dependent upon "sense of community" and vice-versa;
- a climate that allows for flexible evaluation, re-evaluation, risk-taking and self-determination, that is learning to fix goals and continually reset them with plans to achieve goals; and opportunity to enhance the role of the learner in the learning process and to generate personal and group responsibility.

Suggested Model

A suggested model for a Human Resources Laboratory that could be conducted within the structure of an Urban Center follows:

First Phase: Selection and preparation of community (New Castle County) participants. Members of School-Community Relations Councils, Parent-Teacher groups, Human Resources Development Agencies, and Community-School Advisory Boards, will have the model explained to them. They will be invited to select two members of their organization to be involved in the Laboratory experience.

A MODEL

URBAN CENTER FOR INNOVATION AND CONTINUING EDUCATION

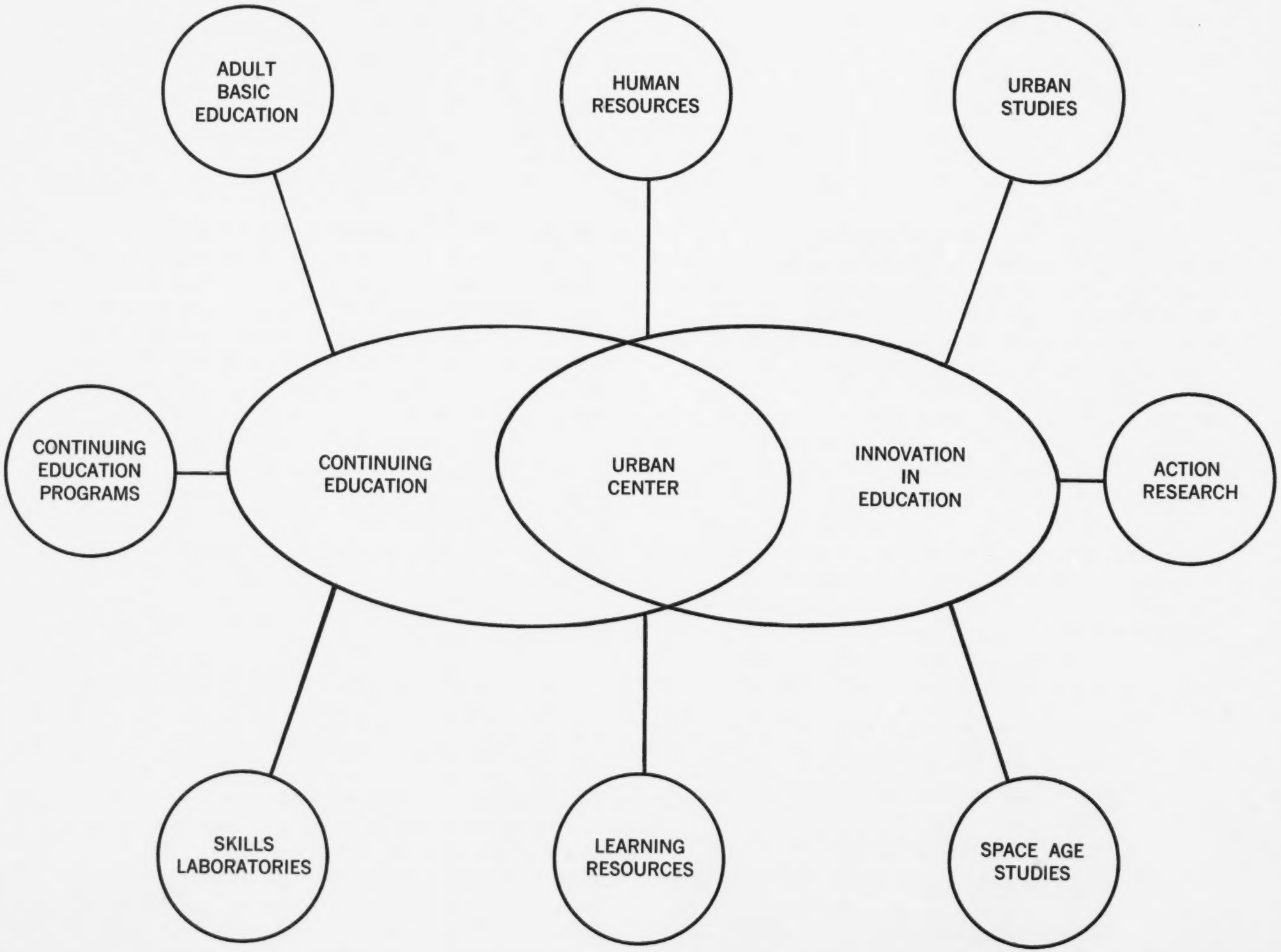


Fig. 4

Second Phase: Students, teachers, school aides and principals will be involved. In place of attending classes at the high school in which they are enrolled, elected and selected leaders of the student population of a high school will meet for one week at the Urban Center. For this week the students will use a Laboratory design to analyze and explore the dimensions of priority concerns that they want to clarify. Such priority concerns will originate with local high schools. At the same time teachers will use a similar design as they come together seeking solutions to priority concerns.

Elected and selected central office staff, community representatives and members of the Board of Public Education will meet on Friday of the same week. They, too, will use a Laboratory design to explore priority concerns that they desire to investigate on behalf of a specific high school. They may choose to work in a group or in concert with representatives of other groups.

Objectives of the Second Phase

Opening communication.

Generating personal and group responsibility.

Suggesting creative problem solving.

Adopting immediate and medium range goals.

Defining courses of action.

Third Phase: On location at the Urban Center the three groups will participate in a weekend Laboratory where members are expected to experience an emotional release of intensified discoveries. The total enrollment of weekend confrontations will use the Laboratory design to share priority goals and concerns that all groups can study, or they may negotiate goals that all groups understand and support.

Objectives of Third Phase

Clarifying roles.

Encouraging citizenship participation in schools.

Opening communication among groups.

Sharing learnings.

Generating personal and group responsibility.

Defining courses of action.

In the Second Phase, the number of participants will be 30 in each group, with two human relations consultants assigned to each of the three groups. In the Third Phase, the total population will be 90 with the same team of six human relations consultants serving as staff.

The three phases of the model will be repeated for each high school and middle school until all the secondary schools have experienced Laboratory training. On an annual basis, first and last year students at each school are expected to be participants. It is hoped that a varying roster of teachers, central office staff and community representatives will be chosen or elected every year.

Learning Resources Center

Learning Resources are defined as printed and audiovisual forms of instructional materials and their accompanying technology and hardware. The Learning Resources Center program includes all the instructional and other services furnished to students and teachers by the Center and its staff. Learning Resources Center as used here denotes an administrative and service unit with a span of responsibility for the entire school system. For a point of reference, the term Instructional Materials Center (IMC) shall refer to a center in a school building or building level (meaning an individual school or including those schools which have more than one building) where a full range of printed and audiovisual materials, necessary equipment and services is accessible to students and teachers.

The philosophy of a unified program of audiovisual and printed services and resources for the school system was introduced during the (1969-70) school year. The materials center of the ESEA Title I program and the audiovisual department, formerly housed in the basement of the Administration Building, have been combined in the facilities of the Title I building located at Tenth and Kirkwood Streets. This facility leaves much to be desired in the development of an adequate Learning Resources Center. This initial effort will enable the separate library services provided in all individual public schools to be fused with audiovisual departments into Instructional Materials Centers providing optimum services to students and teachers.

The services provided by the Learning Resources Center to all Wilmington public schools may be envisioned in the following list of its projected activities:

1. Managing the distribution, repair and maintenance of audiovisual equipment and instructional technology and hardware.

2. Managing the purchasing, cataloging, circulation, evaluation, and maintenance of the educational film library.

3. Evaluating, determining standards and developing specifications for the purchase of audiovisual equipment and instructional technology and hardware.

4. Providing instructional programs for professional staff and students (student is *anyone* enrolled in *any* program sponsored by the Wilmington Public Schools) in the use of audiovisual equipment, and instructional technology and hardware.
5. Providing service and coordination to the Instructional Materials Center in each school.
6. Providing technical consultant services on the use of instructional equipment and materials.
7. Producing instructional materials beyond the capabilities of the classroom and the school, such as graphics production, photographic production, etc.
8. Providing technical assistance to the professional educator through media presentations and information processing.

OPPORTUNITY CENTER FOR MENTALLY HANDICAPPED CHILDREN

Another important educational center in the Brandywine Educational Park will be the Opportunity Center for Mentally Handicapped Children. This Center will replace the present, outdated Opportunity School located at Baynard Boulevard and Concord Avenue.

This chapter reports on the description of trainable mentally handicapped children, the curriculum for them and school organization.

Description of Trainable Mentally Handicapped Children

A trainable mentally handicapped child is one who is retarded intellectually to the extent that he will not profit from training and education in a regular classroom or in a class for educable mentally handicapped children. He needs specialized individual attention in a separate school. In his own school he has an opportunity to succeed and therefore to develop a feeling of confidence, a sense of belonging and self-identity. These learnings are most important because in many other situations in his life he feels less worthy by comparison with his more able peers. The atmosphere in a separate school is more positive and happy than in one in which there is a need for social or educational competition with children of higher intellectual ability.

Most of these children have multiple handicaps (physical, emotional, and social) but their greatest handicap is in the intellectual area. They have the potential for growth in self-help, social and emotional adjustment, intellectual development within their ability range, and physical coordination. Many can be trained for unskilled and semi-skilled jobs under supervision.

A child eligible for the trainable program should be five years of age on or before the first of the following January and have mental development one-third to one-half his chronological age. He should be developed socially to the extent that his behavior does not endanger himself or others, and be emotionally stable to the extent that group stimulation will not intensify his problems. He should be able to respond and adjust to group activities, so that his presence is not harmful to the welfare of others. If there is a history of seizures they should be controlled to the extent that they do not unduly endanger him or other group members nor do they interfere with the progress of the group. He should be toilet trained. By law he may remain in school until he is 21 years of age.

As a group, children in an urban school for trainables have had a different environmental background from that of children in suburban trainable classes. The fact that children frequently come from large families, from one-parent families, and live in densely populated neighborhoods, makes it necessary for them to assume responsibility in the home and often to depend on their own resources. This makes them generally more self-reliant.

As a group, they lack an enriched experience background. With the exception of television, there is little in the home to stimulate interest and activity. The children do not attend neighborhood playgrounds, swimming pools, and recreational clubs. Rarely do they have an opportunity to take trips away from the neighborhood. Their physical condition is influenced by poor nutrition, lack of exercise and sufficient sleep and, in many cases, lack of medical and dental care. Inappropriate clothing and poor personal hygiene sometimes are the result of little supervision or inadequate home facilities.

Further, it should be recognized that throughout their lives, the majority of these children will need considerable supervision and, in general, they will be economically dependent upon others. However, to some degree a reasonable proportion of them will be able to benefit in adult life from the services of a work activity center and/or a sheltered workshop.

Curriculum

The goals of the training program are: self-help, social and emotional adjustment, and economic usefulness in the home or in a sheltered environment. The school program must be planned to develop a feeling of self-worth, respect for the rights of others and a sense of responsibility toward family, class, school and community. The curriculum must provide activities which help the child to improve in habits of self-care, in emotional and social behavior, and in self-reliance. In accordance with the child's ability, it must also provide for the acquisition of knowledge and skills that are needed in life and are useful in carrying out simple jobs. Training in one developmental area influences growth in all other areas.

Teachers must set realistic attainable goals for children. As these goals are approached, and in order that each child may continue to develop according to his capacity and to experience success and satisfaction educational expectations are raised slightly.

The program must be flexible to permit adaptation to the individual child's level of growth and development. It must provide for constant repetition and concrete experiences. These children must learn skills in actual situations in which they will use them. More concrete experiences must be provided than are needed for the regular school program.

School Organization

The Opportunity Center will enroll approximately 90-120 trainable mentally handicapped children.

The Delaware Code provides for a teacher for every six children, and/or a teacher and an aide for every 11 children. Therefore, a professional teaching staff would

vary from 10 to 12 teachers and five to seven aides.

Fifteen units of six children each provide for a nurse, a principal, a secretary, and janitorial service.

Supportive members of the school may be the speech therapist, physical education teacher, art teacher, and music teacher – all on a part-time assignment.

A close working relationship between the Opportunity School and the Opportunity Center, Inc. will be maintained during both the planning and operation of the school. Attention will be given to establishing a relationship with Opportunity Center, Inc. in the area of sheltered workshop activities.

CENTER FOR THE CREATIVE AND PERFORMING ARTS

Rationale

The Wilmington Public Schools have been unable to satisfy needs of urban students for relevant learning experiences in the creative and performing arts and in the humanities. In a general sense, dance and theatre arts do not exist in the public schools or if they do, they are offered in an extra-curricular fashion. Literature, music and the visual arts do exist, but in curricular forms which do not meet the exploratory, expressive or creative needs of students either during or after school hours. For example, children beyond the fifth grade dislike and avoid school music programs. Nevertheless, these same children spend huge amounts of time and money on recordings and transistor radios. Students become deeply involved in out-of-school art forms which apparently satisfy but do not satiate their need to explore, to express, to create. They rarely appeal to the school system for help. With relation to creative self expression, the lack of rapport between student and school should not be blamed on the art forms. Can it be that the fault must rest with the limited content of art forms presented to students?

Students communicate and relate with each other via dress, artistic style, manner and values. These life-styles, however, are not enough for many who seek to heighten, intensify, and expand their perceptual ranges and awareness. There is evidence that youth use hallucinogens to create hallucinatory substitutes for realities which might be both available and attainable. School programs *can* become available resources to satisfy the need for identity and relevance. Teachers *can* become guides for the exploratory, expressive, and creative artistic needs of students. Creative and Performing Arts curricula *can* have new and expanded significance for urban students.

Today students are enormously interested in the artistic and decorative values of their clothing, jewelry, and living environments. They are alert, aware, and appreciative of peers who, with creative artistry, design the trappings of our culture. Students use their allowances and job earnings to buy recordings of contemporary music, hi-fidelity stereos, tapes, and portable transistor radios. Students seek out contemporary and cross-cultural literature, posters, and decorative items. Students participate, practice, improvise, and develop their abilities in small and large dance groups. Students interrelate the arts in sophisticated "light-sound shows", produce their own filmed stories, author and market publications. Students form theatre improvisation groups and use audience encounter experiences for sub-cultural entertainment and political objectives.

The major goal of the Center for the Creative and Performing Arts in the Brandywine Educational Park would be to improve educational opportunities for youth in the creative and performing arts and humanities by developing curricula in the visual arts, dance, literature, music and theatre.

It is the general purpose of the Arts Center to develop programs in the creative and performing arts to achieve the following goals:

- That the student's knowledge, imagination and judgment stimulated by experiences gained in the Arts, will result in *creative behavior* demonstrating both uniqueness and value; and that, as the result of experience in the Arts, students will develop *saleable skills* and *preparation for advanced training* in professional schools for the creative and performing arts.
- That, as the result of disciplines and standards experienced in the creative and performing arts, students will develop *creativity*, the capacity for *self-direction,* and the capacity for *critical thinking.*

Beginning with emphasis on contemporary art forms, students will ultimately be led to exploration of the arts and culture of the past and to a consideration for art forms to be transmitted to future generations. By serving as a showcase for display, demonstration and performance by talented and gifted youth, the Arts Center will develop within the schools and the city an attitude of understanding, acceptance, and appreciation for the performing arts.

The Center for the Creative and Performing Arts, utilizing informal instructional approaches, will offer programs that are non-graded and flexible in structure. It is possible that students will spend approximately one-half of the regular school day in involvement and practice in a creative discipline. The other half of the student's day will be spent with a regular high school education program at the student's home high school. Flexible scheduling will permit students to participate in such activities as symposiums, student meetings, recitals, convocations, and performances of one nature or another.

The Center for the Creative and Performing Arts provides an environment for integration of the arts and humanities for the purpose of stimulating interest and understanding. The Center will establish relationships with organizations and agencies of the community and state that foster and promote the arts. Through cooperative arrangements these relationships will go beyond program interchange to involvement of personnel.

RELATIONSHIPS

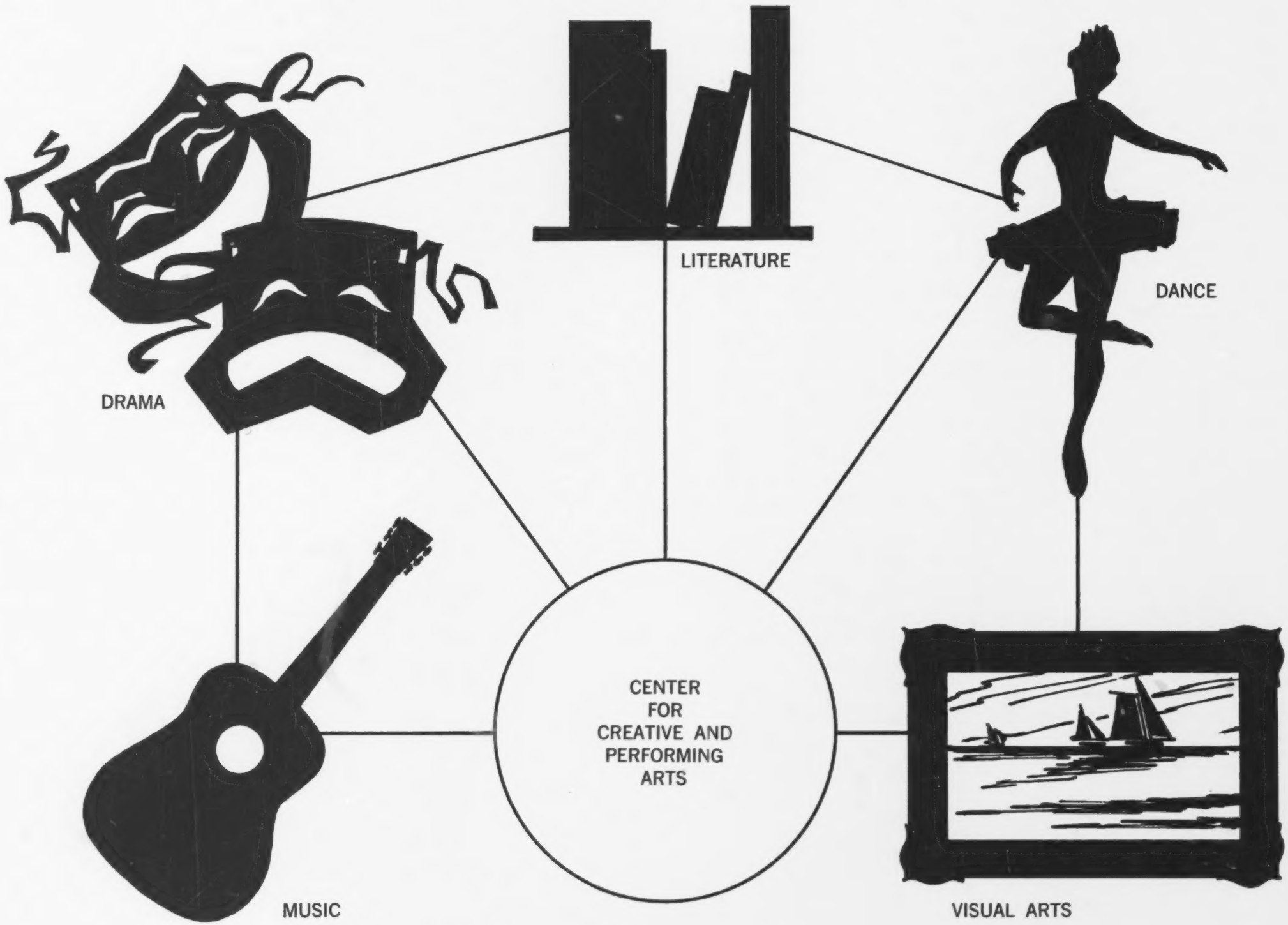


Fig. 5

The Center will relate to the newly created Delaware State Arts Council, whose director has expressed concern about the status of arts and humanities education in Greater Wilmington.

Visiting artists and performers will be invited to offer their artistic and unique talents for students' observation and interaction. Students will see at first-hand the dedication and commitment that must occur between man and his art in order to achieve success.

The Center will also provide inservice education programs to help teachers and administrators carry out effective creative performing arts education programs within regular school curriculum. Specially designed workshops will be held for various segments of the professional staff to meet particular needs. For example, a workshop may be conducted for school librarians to aid in the selection of appropriate books and materials for performing arts education.

TRANSITION

The metamorphosis of Howard High School and its environs into the Brandywine Educational Park is expected to begin immediately and to progress through three stages. During a transformation of a scope and magnitude such as that represented by the projected Park, numerous difficulties will be encountered. Educational and sociological issues must be faced and resolved. Questions of logistics must be answered competently and with dispatch. The authors of the proposal are convinced that the success of the transition period depends not only upon extensive planning but upon the deeply cooperative efforts of all segments of the community and of the schools involved. It is inevitable that new developments will occur during the actual metamorphosis of Howard High School into the Park. The flexibility built into the plan guarantees that it will be able to cope with new demands as they emerge.

First Stage – It is suggested that the following actions be initiated and/or completed during the **first stage** of the transformation of Howard High School into Brandywine Educational Park:

I. Adoption by the Board of Public Education in Wilmington of the proposal for the Brandywine Educational Park.

II. Employment of the nationally-recognized school architectural firm of Caudill, Rowlett and Scott, Houston, Texas, as the architectural project designer for the master plan of the Brandywine Educational Park.

III. Provide a program of information and dissemination on the purpose and nature of the Brandywine Educational Park to the professional and lay citizens of Wilmington and the State of Delaware.

IV. Through such structures as advisory committees, to create cooperative relationships with groups involved in the development of the Brandywine Educational Park – segments of the community, business, industry, government and associated educational agencies.

V. Develop project proposals for funding from existing public and private sources.

VI. Establish groups of professional staff to prepare written specifications for the educational programs and services of the following departments:

A. *Career Development Center*
   (1) Guidance and Placement Service
   (2) Occupational and Exploratory Program
   (3) World of Work Experience
   (4) Short-term Occupational Skill Training
   (5) School-sheltered Production Shop and Training Program

B. *Urban Center for Innovation and Continuing Education*
   (1) Communication and Computation Skills Laboratories
   (2) Urban Studies Program
   (3) Action Research Laboratory
   (4) Space Age Studies

VII. Develop and test in operation pilot programs for the 1969-70 school year and/or September 1970, for the following:

A. *Career Development Center Models for –*
   (1) Guidance and Placement Services
   (2) Programs of Occupational Orientation and Exploration

B. *Urban Center for Innovation and Continuing Education Models for –*
   (1) Human Resources Laboratories Experiences
   (2) Urban Center Academy Program for Continuing Education

VIII. Develop reorganization plans for present programs to become an integral part of the Brandywine Educational Park as follows:

A. *Reorganization directed toward including in the Career Development Center . . .*
   (1) Manpower Development and Training Program
   (2) Neighborhood Youth Corps
   (3) Cooperative Work-Study Programs

B. *Urban Center for Innovation and Continuing Education . . .*
   (1) Adult Basic Education Program
   (2) Learning Resources Center

(3) Continuing Education Programs of E.S.O. (Educational Skills and Occupations), D.A.P.I. (Delaware Adolescent Program, Inc.), and Thom McAn Project 7001.

IX. Initiate with state and local governments such steps as are necessary for urban renewal and site acquisition for the development of the campus of Brandywine Educational Park.

X. The following renovation and construction program of educational buildings to be scheduled for the **first stage** of the Brandywine Educational Park project.

A. *Renovation program for the present Howard High School into the Career Development Center will have completed:*

(1) Educational specifications
(2) Architectural working drawings
(3) Bid awards for renovation
(4) Actual renovation underway

B. *Construction program for the Opportunity Center for Mentally Handicapped Child will have completed:*

(1) Selection of site in the Brandywine Educational Park.
(2) Architectural working drawings.
(3) Bid awards for construction.
(4) Construction work underway.

XI. By a process of phasing out the present educational program by grade level and the introduction of the Career Development Center pilot programs named above, to initiate the transformation of the Howard High School educational program.

Second Stage

The **second stage** of the Brandywine Educational Park project will include the following actions:

I. Completion of the renovation program of the present Howard High School into the Career Development Center.

II. Transference of the Manpower Training Development Act program into the Career Development Center.

III. Completion of transformation process of the educational program – phasing out the secondary educational program of Howard High School, and beginning operation of the Career Development Center and its various programs and services.

IV. Completion of the construction program of the Opportunity Center for the Mentally Handicapped.

V. Closing the Opportunity School at Baynard Boulevard and Concord Avenue and transferring pupils to the Opportunity Center in the Brandywine Educational Park.

VI. The construction program for the Urban Center for Innovation and Continuing Education in the **second stage** will include

A. Written educational specifications
B. Architectural working drawings
C. Awarding of bids for construction
D. Construction work underway

Dr. Gene A. Geisert
Superintendent of Schools

PERSONNEL AND COMMITTEES

OMISSION

The name of Mr. Calvin Cleveland, Director, Secondary Education, should have appeared under the section titled Sub-Committee Chairmen, p. 39. Mr. Cleveland served as the chairman of the committee on the World of Work. The editors deeply regret the omission of his name from the manuscript.

The following list of persons from the community and the staff have contributed greatly in time, effort, and energy to make this project possible. Many contributed actual written proposals. Others provided inspiration and ideas. We are deeply grateful to all.

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Innovative Education	**Mrs. Arrie Harrison,** *Director of Elementary Education*
Cultural Arts	**Mr. Harry Andrews,** *Supervisor of Music Education*
Site Development	**Mr. David Riblett,** *Director of Plant Operations*

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Mrs. Merna G. Billings*	**Mrs. Yvonne Jensen**
Mr. William A. Billings*	**Mr. Alphonso Lawson***
Mrs. Madeline Burton	**Rev. W. L. D. Lyght**
Rev. P. B. Bynum	**Mrs. Virginia Monaghan**
Mr. George L. Callahan	**Mr. James L. Morgan**
Dr. LeRoy M. Christophe	**Mr. Herbert Norris**
Rev. James L. Dandridge	**Mr. George H. Poe, Jr.**
Mr. Charles Dent	**Mr. Walter Purnell***
Mr. Roland Fisher	**Mr. Ernest Seldon**
Mrs. Marilyn Forney*	**Mrs. Lucye Stockton**
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Mrs. Nannie Caulk
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Representative Consultants

Mr. Peter Larson – *City Zoning & Planning*
Mr. Anthony Vignola – *Associated General Contractors of Delaware*

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Mrs. Elizabeth M. Latchum
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Mr. William C. Lewis
Mr. Gerard P. Kavanaugh
Mr. Roy L. Wagstaff

*Member of the Board when study started

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Mrs. Walter Milewski
Mr. Howard Gordy
Mrs. Lester Dickerson, *PTA President*

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Mr. Paul Slivka, *Psychologist*
Mrs. Anne Kerstetter, *Supervisor, Home Economics*
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Mr. Carl Fritz – *Delaware Association for Retarded Children*
Mr. Charles Carrier – *Principal, Meadowood School*
Dr. Marlin Roll – *State Interagency Committee on Mental Retardation, Dover, Delaware*

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Dr. Samuel Scarnato – *Assistant Superintendent for Educational Programs*
Mr. Richard Reiter – *Supervisor of Special Education*

The Wilmington Public Schools and the East-South Wilmington School Study Committee are deeply grateful to the E. I. duPont de Nemours Company which, through its Committee on Educational Aid, provided a $10,000 grant to make this study and the publication of this booklet possible. Members of the Committee:

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Dr. Vincent Haedrick
Mr. Thomas Stephenson
Mr. B. M. Taylor
Dr. Burt C. Pratt, *Exec. Sec.*

Photographs: *Front and Back Covers, students, Wilmington Public Schools*
Text Pages, Meetings, East-South Wilmington School Study Committee; Wilmington PTA Council